DOCUMENT RESUME

ED 187 088 FL 011 031

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TITLE Secondary German Guidelines: Levels I, II, III.
INSTITUTION Texas Education Agency, Austin. Div. of Curriculum Development.
PUB DATE 79
NOTE 63p.

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS Cross Cultural Training; Cultural Awareness; *Cultural Education; *Curriculum Guides; *German; Listening Comprehension; Reading; Secondary Education; *Second Language Instruction; *Second Language Learning; Speech Communication; State Curriculum Guides; Writing Instruction

ABSTRACT

This manual is designed to assist schools in developing their German curriculum and to assist teachers in planning courses, units of work, and daily classroom activities. These guidelines for the teaching of German in secondary schools are based on the premises that language is communication and that language and culture are interrelated. The student-centered curriculum emphasizes student participation in the design of the learning objectives for the development of language skills and for the understanding of German culture. Each of the three levels of the total course is divided into the four basic skill areas--listening, speaking, reading, and writing. Within each of these, learning objectives, learning activities, and activities for evaluation are delineated. The culture-based curriculum aims to generate cross-cultural understanding through awareness of and empathy for the German culture and people. Throughout the guidelines, the emphasis is on learning outcomes through a variety of learning experiences and active student involvement. (PMJ)

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Secondary German Guidelines

Levels I, II, III

ED187088

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FL01031

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201 East 11th Street
Austin, Texas 78701
1979

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FOREWORD

Secondary German Guidelines is part of a new second language framework for Texas schools. Other components of the framework are guidelines for the teaching of second languages in elementary and secondary schools and for the languages of French, Latin, and Spanish. Experienced teachers of successful second language programs assisted in the writing and field testing of these documents.

Through such publications, the Texas Education Agency provides leadership to administrators and second language educators for designing local curriculum. Our hope is that the use of these materials will allow students to develop an appreciation of the culture, language, and lifestyle diversities of others, one of the *Goals for Public School Education in Texas* established by the State Board of Education.

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Commissioner of Education

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ACKNOWLEDGMENTS

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INTRODUCTION

The foundations for new curriculum guidelines for the teaching of German in secondary schools were laid in 1974 at a statewide meeting of German teachers representing various levels of instruction. Foremost in the minds of the language educators was the demand for a German curriculum viable and flexible enough to meet the learning objectives of the current generation of students. The group unanimously agreed that the guidelines be designed to rest on two main premises:

- Language is a mode of communication. The language learning process should be a communicative process; i.e., the student should use as much natural language as possible.

- Language and culture are interrelated; therefore, the communicative skills should reflect cultural factors.

Students discover their own language by learning other languages. They also gain a better understanding of their own culture by contrasting it with a new culture. Ultimately, students grasp values contained in their society as well as within themselves by experiencing the values of another people. The final objective of a German curriculum is the students' proficiency in the German language and a cross-cultural understanding of the German people. This objective can also facilitate an awareness of self and an awareness of values. The learning processes of the curriculum become an integral part of a humanistic education.

Students have always been the focus of the teaching/learning process; however, educational program designers today are placing even greater emphasis on students' learning needs and on the learning process as such.

Student involvement, acknowledged to be a motivational factor, is based on two important elements:

- Students should be given the opportunity to participate in the design of objectives, with several options presented by the instructor.

- Students should have the objectives clearly in sight.

These *Guidelines* are designed to assist in implementing both of these elements. Although emphasis is placed on the students' role in the decision-making process concerning objectives, it remains the teachers' role to stimulate an awareness of the many possible and necessary objectives relating to German culture and language.

This publication delineates learning objectives for the development of language skills and the understanding of culture in the teaching of German, Levels I, II, and III. A level of language learning is defined in terms of student performance rather than a

period of enrollment in a course. Therefore, the *Guidelines* can be used to develop various courses of study during the school year as well as for individualized or continuous progress programs. The same *Guidelines* may also be used in a German program started in Grade 7 or 8, since level is equivalent to student performance.

The *Guidelines* focus on the process of curriculum building. They can be used to design new programs, expanding and adapting them as needs arise. The emphasis should be on learning outcomes, while at the same time allowing for a great variety of learning experiences and active student involvement. The document is above all designed to aid schools in developing their own curriculum guides and to assist teachers in planning courses, units of work, and daily classroom activities.

CULTURE—LEVELS I-III

The study of language cannot be divorced from the study of culture. Cultural referents influence the meaning that underlies all aspects of the language. Political and socio-economic concerns are expressed through the use of language. Students should acquire a basic understanding of the German culture as well as a proficiency in basic cultural skills during language instruction in German.

The objective for a culture-based German language program is to generate cross-cultural understanding through awareness of and empathy for the German culture. Involving students in cultural studies will enable them to understand and behave competently when faced with another way of life and to see how the behavior and the language of the German people are related. The integrated study of German culture and language should allow students to overcome their ethnocentricity and to realize that their values and standards are not universal.

The time to start cultural learning should be at the beginning of the first year of instruction. If developing cultural understanding becomes unrealistic in the German language, it can be done in English. The long-held conviction that cultural activities must be held off until feasible in the German language is impoverishing because cross-cultural understanding is an important factor in the students' total learning process.

Culture is defined as a concept embracing all aspects of human life: the patterns of everyday life as well as of the fine arts, literature, history, and politics of a people. The boundaries of culture-based language instruction are set only by the imagination, creativity, and resourcefulness of the teacher.

The instructional approach necessary to meet the objectives of a culture-based program challenges teachers to help students learn in the affective and in the cognitive domains. Development of cross-cultural understanding and communication depends on more than factual information. It involves the process of learning the skills of discovering, investigating, and questioning cultural patterns. While this process develops awareness of and empathy for cultural values and mores, it does not necessarily lead to professing and internalizing them, i.e., becoming like a native.

Texas provides the opportunity for studying firsthand the role and the place of the Texas Germans with their achievements and trials in the history of the state. Learning activities can be created by capitalizing on the resources of the German communities, when those resources are close at hand. They will bridge the gap between life situations and language learning while combining the relevance of cultural studies with the German heritage in Texas. Suggestions for such ethnic activities are included in these *Guidelines*.

Contemporary German literature also has value for students' study. Such literature is composed of statements on the present life of Germans in the German-speaking world. These statements describe achievements, problems, attitudes, and values in current German society.

Learning Objectives for Levels I, II, and III

Students will develop the cultural understanding, attitudes, and abilities needed to function and communicate appropriately within the German society.

Students will:

- Demonstrate an understanding that people act the way they do because they are using options that their society allows for satisfying basic physical and psychological needs

  Example: A leading international diplomat was seen on a newscast today, not only shaking hands with his German counterpart, but allowing the latter to hold his arm as they walked away from the plane.

- Demonstrate an understanding that social variables such as age, sex, social class, and place of residence affect the way German people speak and behave

  Example: Having listened to audio tapes from northern Germany, southern Germany, and Austria, students will be able to discern sound variations at Level I and also understand content at Levels II and III.

- Indicate an ability to demonstrate how people normally act in common and crisis situations in the German culture

  Example: Common situations are described in every German textbook. Funeral announcements and sympathy notices are also excellent resources for the investigation of special events. Differences can be discovered in commercial German/American sympathy cards.

- Indicate an awareness that culturally conditioned images are associated with even the most common German words and phrases

  Example: The numerous linguistic combinations of the word *Wurst* can be investigated. Also, the differences between *house* and *Haus* can be explored by photographic comparisons.

- Demonstrate the ability to make, evaluate, and refine the generalities concerning the German culture

  Example: Investigate the following statements: all Germans are very clean (*Sauberkeit*); all Germans wear *Lederhosen*; all Germans eat *Sauerkraut, Schlagsahne*, and drink a lot of beer; Germany is a romantic country.

- Develop the skills needed to locate and organize information about German culture from the library, mass media, people, and personal observations

  Example: Students might try to locate information concerning a German cultural topic through both printed and human resources.

- Demonstrate curiosity about the German culture and empathy toward its people

  Example: Students might experiment with new foods, such as *Blutwurst* or *Gehacktes;* try a new sport, such as *Fussball*; initiate a letter exchange with a German pen pal, or visit a German area of Texas.

Learning Activities for Levels I, II, and III

Students will explore, discover, discuss, collect, and/or display materials concerning the following topics and suggested questions (where possible, students will practice and perform topic-related activities):

- Human Interaction (gestures, transactional exchanges, forms of address, titles, family)
  - What gestures and words are used when people of different ages and social classes meet?
  - Are the three *K's (Kinder, Kirche, Küche)* a stereotype?
  - What are parent/children relations like?
  - What titles are used in German society? How important are they?
  - Through personal interviews with a German family in your community, investigate parent-child relationships.

- Social Interactions (man/woman roles, dating, marriage, social events)
  - How do German teenagers date? What do they do on dates?
  - What arrangements are made for engagements and weddings? (Read marriage advertisements in German newspapers. Check for such advertisements in American papers.)

- Explore the difference between *Freund* and *Bekannter*. Classify your own friends according to these categories.

- Is there a women's movement in Germany? What vocational positions do women occupy?

- Do people arrive early for social engagements—on time, late, very late?

- On what occasions would a German present and accept gifts from people? Do some flowers have particular meanings?

- How do people greet one another—by shaking hands, by embracing or kissing, by bowing? How do they leave one another?

- Are children usually present at social occasions? Are the elderly members of families present?

- If you were invited to a party, would you expect to find among the guests: foreign businessmen, men only, men and women, politicians, wives, teachers?

- Transportation

  - How many people own automobiles? When is a car used?

  - What public transportation is available? Who uses it? Plan a train trip. What is the routine procedure to board a streetcar?

  - Who has the right of way in traffic—vehicles, animals, or pedestrians?

  - How much traveling is done beyond national borders? What other countries are usually visited?

- Subsistence (food, work, etiquette, restaurants, shops)

  - What foods are staples? What is produced in the country; what is imported; and what is exported? Where are certain foods grown? What are the differences between foods eaten in the country and in the city? Do differences in food exist between north and south, or between regions? What linguistic expressions relate to food? (Prepare dishes; try new foods.)

  - What mealtime etiquette is observed in formal and informal situations? What linguistic exchanges take place at mealtime? What value have meals in a family?

- How does one behave in a restaurant? What are the peculiarities of the menu and the service?
- How do the Germans feel about the concept of the work ethic? Explore the difference between *Beruf* and *job*. What jobs are available to teenagers?
- Where do people shop?
- How do the Germans accomplish their shopping?
- What money is used?
    - What are the denominations of bills and coins?
    - What is the exchange rate for U.S. money?
- If, as a customer, you touch or handle merchandise for sale, will you be considered knowledgeable, inconsiderate, within your rights, or outside your rights?
- Is the price asked for goods the actual selling price?
- What does a breakfast, dinner, or supper consist of? Discuss special events that cause Germans to prepare special dishes.
- How do people spend their leisure time?
- What are favorite recreational activities of the people?

- Territoriality (living space, travel, transportation, vacation, parks, forests, cities, geography, rivers, ecology)
    - What value has ecology; how is it protected? Are forests and parks highly valued and treasured?
    - Discover a German park through films, magazines, and travel folders. Who uses the parks? Do people sleep in the park? Do they look at nature? Do they read or look at one another? Who cares for the park's appearance? Do the gardeners use power or hand tools?
    - What kind of park do you prefer for yourself, American style or German? Why?

- What kind of park would you prefer if you were six to 10 years old, American or German? Why?

- What kind of public sanitation is observed in the German park? Do you pay to enter? If so, who collects the fee, and does everyone pay? How much do they pay? If some people do not pay the fee, how do they avoid it?

- What value has privacy? How is it arranged? What are the immediate spatial surroundings of families such as the size of a house or apartment, yards and gardens? Compare them to American spatial surroundings.

- Discuss the geographic position of Germany in relation to other West European countries. Discuss the division of West and East Germany and the political implications.

- Research and discuss the power of the *Länder* in education and in the general political picture. How autonomous are they? Discuss the special attributes of certain places and regions.

- Plan a trip taking you from City X to City Y. Is a canoe trip possible on this journey? Would this specific voyage include mountain climbing, skiing, and sailing? Plan a trip that does. Include overnight stays in *Jugendherberge*. What is the concept of a *Jugendherberge?* How popular are they in Europe?

- Temporality (concept of time, clock, daily routine)

  - Explore the concept of *Punktlichkeit.* How is it manifested in daily life and in the language?

  - Does everyone take vacation at the same time in the summer? Which factors are taken into consideration for the timing?

  - What is a school day like? Compare it to your own.

  - Explore the clock and the 24-hour system. (Read a train schedule, a television schedule in a newspaper, theatre and movie announcements, and translate the time element in the American a.m. and p.m. way.)

  - What is expected of a child? How long is a young person a teenager? Is youth as glorified in Europe as it is here? Do senior citizens have special privileges?

  - What value have antique things? When are those objects antiques? Compare these concepts with the American ones.

- Education (general school system, university system, church-affiliated education)
    - Compare *Erziehung/Ausbildung* (upbringing/education). What value does education have?
    - Describe the German school system. How does it differ from the American system?
    - Describe the university system. Compare it to the system in America.
    - What attitude do teenagers and parents have toward education?
    - What type of curriculum is prevalent? What subjects are mandatory in high school?
    - Compare the ratio of male to female teachers.
    - Do most people read and write?
    - Is education free? Is it compulsory?
    - What kinds of schools are considered best: public, private, or parochial?
    - Are children segregated by race, caste or class, sex, or religion?
    - How are children disciplined?

- Recreation and Health (sports, hobbies, children's games, male/female recreation, festivals)
    - What sports are popular? Are they spectator sports or individual sports?
    - Explore the concept of the *Turnverein*.
    - Discover children's games; compare these to American games.
    - What games do families share?
    - What hobbies do Germans have? Compare them to our own.
    - Explore the concept of *Karneval:* its origins and regional differences. Put on a *Karneval* at your school.
    - What is the attitude towards "keeping fit"? What value is placed on health?

- Explore social legislation, medical care, medical institutes, and hospitals from birth to death.
- How do people spend their leisure time?
- What are favorite recreational activities of the people?
- What types of films are shown at local movie theatres?
- What is the attitude of the average German to classical music, opera, and theatre?

- Communications (post office, telephone, banks, newspapers, magazines, radio, television)
  - Through role-playing, place a call from a private/public telephone within the country or to a foreign country. Make the call collect, and inquire about the cost.
  - Describe a post office and compare it to an American post office. Notice the differences.
  - Send a telegram; buy a money-order; cash a check and a travelers check.
  - Where are newspapers, magazines, books bought? Explore a *Leihbibliothek*.
  - Describe average daily radio programs; create one of your own for class or school.
  - Explore notices in newspapers to discover how deaths and weddings are announced.
  - What does typical daily television programming offer? Find out about the sponsors and their commercials. Compare them to those of our television network.

- Politics (political systems, judicial systems, law enforcement)
  - What is the government like? Are there more than two political parties in Germany? How is the campaigning done? Does violence occur during the election campaigns? How are candidates chosen? What role does the local government play within the network of the federal government? How influential is foreign policy in elections? After some research compare and contrast German and American political systems.

- Name some great political leaders. Who were some infamous leaders?
- Describe the law enforcement system. Describe a police station. What are the duties of a police officer? Are traffic tickets handed out? What is the attitude towards law enforcement officers? What type of training do they receive?
- Investigate the judicial system. What is its origin? How do juvenile laws compare to the American ones? Did major changes occur after World War II? Why?
- What is the nature of a number of recent criminal cases in Germany?

- The German Democratic Republic *(die DDR)*
  - Explore all of the above topics for the German Democratic Republic.
  - Compare the culture of the German Democratic Republic to the culture of the Federal Republic of Germany *(die BDR)*.

Activities for Evaluation for Levels I, II, and III

Given a series of hypothetical situations concerning any topics practiced previously as activities, the students will:

- Engage in role-playing activities in which verbal exchanges are accompanied by gestures appropriate to German social behavior
- Describe or identify a typical German breakfast, lunch, and dinner
- Answer objective test questions about the German political system
- List a number of countries where German is spoken
- Consulting a train timetable in German or a schedule of a German television program, both of which will give times in official terms, answer questions about certain sports events, movies, and shows and the times they are being shown
- Correctly complete official forms where available, such as hotel registration forms, police forms, identity cards, post-office transfers

- Plan a trip down the Rhine mentioning the important industrial centers, the natural resources, and the importance of this water-route to the economy of the region and the Federal Republic as a whole

The cultural activities from the above lists that may have been conducted in English during Level I and partly in German in Level II should be entirely in German in Level III. Moreover, topics that were explored on the surface in Level I and II may be explored to a greater depth in Level III.

An additional learning objective in Level III will be the study of literature. While older literary periods offer many valuable poems and short stories, contemporary literature is of particular interest because it frequently portrays contemporary lifestyles. It should be remembered that literary interpretation need not be the major part of literature learning. Rather, students can participate in affective learning activities; e.g., situations, open-ended sentences, interviews, and mini-poems, all based upon the literary reading to enable students to incorporate it into their experience.

In Level III, students should initiate or participate in projects based upon the German-Texas culture, if feasible. Projects could include translation of old texts, interviews with elderly people and recording of their memories, and presentations of German-Texas cultural activities at a school function.

The principal cultural topics to be studied are listed on pages 5-11. Additional activities may be chosen from among the following:

- Identifying cultural characteristics, objects, and music
- Demonstrating gestures and daily interaction patterns
- Participating in role playing
- Staging skits, plays, and pantomimes
- Writing scripts
- Giving recitations
- Holding discussions
- Making oral presentations
- Preparing multimedia units, slide units, slide/sound units, filmstrips, and TV shows
- Performing songs or dances

- Preparing and eating German meals
- Putting together a German newspaper
- Creating cartoons or comic strips
- Making papier maché objects and scenes
- Initiating pen pal letter exchanges
- Planning trips by train, plane, bus, boat in various regions
- Drawing maps
- Making bulletin boards, collages, or posters
- Forming a soccer team or a team for other sports
- Creating situations such as getting a traffic ticket, holding a telephone conversation, or having an interaction in a bank, post office, police station, or bus station
- Writing essays and poems
- Interviewing native speakers, calling native speakers on phone
- Attending German films
- Creating and participating in affective learning activities with cultural topics
- Making Christmas cards in German
- Decorating a Maypole
- Comparing and contrasting German/American proverbs and legends

GERMAN-TEXAS STUDIES

Learning Objectives for German-Texas Studies

The learner will gain insight into the German-Texan system of values by studying cultural practices brought to Texas by early German immigrants. Students will:

- If they are of German descent, feel a sense of dignity and pride through the investigation of their past and present
- Acquire an appreciation for and an understanding of a culture different from their own, if they are of non-German descent
- Present an historical account of the German immigration to and settlement in Texas
- Illustrate various aspects of the German-Texas culture
- Show the impact of German culture on the development of Texas
- Identify famous Texans of German descent

Learning Activities for German-Texas Studies

Students will explore, discover, discuss, collect, and/or display materials concerning a number of topics. Selection of topic may be made from the following list of names, places, and events:

- Indianola (Carlshafen)
- New Braunfels
- Fredericksburg
- Austin County
- Gillespie County
- Boerne
- Cat Spring
- Founder of Fredericksburg

- The town of Industry
- Comanches
- Friedrich Ernst
- Singing Societies
- Adelsverein
- Round Top
- Robert Justus Kleberg
- The Fisher-Miller Grant
- John O. Meusebach
- Easter fires in Fredericksburg

Evaluation Activities for German-Texas Studies

Participation in the discovery and exploratory learning activities above can serve as well for evaluation purposes.

SKILLS—LEVEL I

LISTENING

For many years the skill of listening comprehension in foreign language learning has tended to be both neglected and misunderstood. Because listening comprehension was often regarded as a passive skill, little was done to foster it in any identifiable way; it was simply assumed that, given the passive nature of the act of listening, the skill would somehow just develop. Recently, however, some writers have begun to question these views. At the same time, recent work in psycholinguistics has highlighted the complexity of the act of listening comprehension and has shown that listening is a highly active process.

General Objectives

The learner will comprehend German spoken at conversational speed in a basic vocabulary on such topics as the following:

- Teenagers
- Food
- The family (social life)
- Recreation
- Sports
- Geography *(Landeskunde)*
- Education
- Holidays

Learning Objectives

To develop listening skills and sound discrimination, students will accomplish the following:

- Discriminate between their native language and German

- Discriminate among German language sounds
- Distinguish among grammatical signals (e.g., whether something is *der-die-das*)
- Demonstrate understanding of classroom expressions
- Demonstrate understanding of previously encountered material, vocabulary, and phrases
- Choose approximate rejoinder to a question such as *Was machst du heute?*
  - *Ich bin krank*
  - *Ich gehe ins Kino*
- Demonstrate understanding of instructions given in German
- Comprehend nuances of meaning conveyed by intonation and stress

Learning Activities

The students will:

- Distinguish between English and German words

  Example: If the word you hear is English, place a check mark in the row labeled "English"; if German, check "German."

  a . *geht*

  b . bait

	a	b
German		✓
English	✓	

- Distinguish between German sounds

  Example: If the words you hear contain the sound (i), place a check mark in the box labeled "ee"; if (ü), check "ee" rounded.

  a . *für* (rounded)

  b . *sieden* (i)

	a	b
"ee"		✓
"ee" rounded	✓	

Example: You will hear a series of words with either a long or short vowel sound. Depending on which vowel you hear, check the appropriate row.

a . *Wonne*—short

b . *Wohne*—long

	a	b
long		✓
short	✓	

- Distinguish between grammatical signals

Example: Listen to the following sentences and check the appropriate box to indicate if the subject and verb you hear are singular or plural.

a . *Sie übt Geige.*

b . *Ihr spielt immer.*

	a	b
singular	✓	
plural		✓

- Demonstrate understanding of familiar classroom experiences in command form, both formally and informally
  - *Gehen Sie an die Tafel!*
  - *Schliessen Sie die Tür!*
  - *Mach das Fenster auf!*
- After seeing a picture of a familiar vocabulary item, and seeing and hearing three words or sentences, students underline the word or sentence that best tells what they see

Example: Picture of a kitchen

A. *Küche* B. *Kirche* C. *Kinder*

- Distinguish between statements and questions through intonation

Example: For each sentence heard, students place a check mark in the appropriate box to indicate if it is a statement or a question.

a . *Peter kommt heute.*

b . *Helga trinkt Wasser?*

	a	b
question		✓
statement	✓	

- Demonstrate understanding of recombined material

  Example: Circle "true" if the sentence heard is true, and "false" if the sentence is false.

- Hearing a sentence and two rejoinders, decide which one best completes the original statement

  Example: *Ich habe dir zwei Briefe geschrieben, und du hast mir nicht einmal geantwortet.*

  a. *Ich habe leider keine Zeit zum Schreiben gehabt.*

  b. *Ich habe kein Briefpapier gebraucht.*

- Upon hearing the teacher say: *"Setzen wir uns in einen Kreis, und unterhalten uns,"* act upon this

- Upon hearing the teacher question someone as to the whereabouts of someone else, *listen, comprehend,* and *respond* appropriately

Question:	*Wo ist Peter? Ist er zu Hause oder in der Klasse?*
Answer:	*Ich bin da. Ich bin in der Klasse.*
Question by Lotte:	*Peter, wie geht es dir?*
Answer by Peter:	*Danke, mir geht's gut.*
Question:	*Robert, sage Maria wo du wohnst.*
Answer:	*Ich wohne in einer schonen, grossen Wohnung.*
Question:	*Ist sie weit von der Schule?*
Answer:	*Ja, sie is ziemlich weit. Ich fahre mit der S-Bahn.*

For the purpose of developing awareness of self and others, an informal setting is very appropriate. Personalized questions will help to involve a greater number of students and will lower the barriers created by the fear of making oral mistakes.

Activities for Evaluation

The students will:

- Upon hearing a statement and two or three possible rejoinders, select the one that best completes the idea in the original sentence
- In response to oral descriptions of a series of pictures shown simultaneously, identify the picture (A, B, or C) being described
- Respond in German to questions posed orally or give an appropriate rejoinder to a statement, request, or command
- Given a map of Munich, follow oral directions, tracing a route from a hotel to the *Pinakothek*
- Check listening comprehension through the use of a *Rätsel*
- Act out situations described orally and react to a series of commands centered around a cultural theme

SPEAKING

General Objectives

The learner will have the ability to converse with another person in a real-life situation in a basic vocabulary on topics such as the following:

- Teenagers
- Food
- The family (social life)
- Recreation
- Sports
- Geography *(Landeskunde)*
- Education
- Holidays

Learning Objectives

To develop the learners' communicative competence to a point that the listener understands their message, students should be able to accomplish the following:

- Approximate native pronunciation, rhythm, stress
- Manipulate simple substitution patterns
- Combine sentences using appropriate conjunctions
- Produce a sentence by recombining known elements
- Answer and ask simple questions and converse with a classmate using known materials
- Communicate original thoughts. Here incorrect pronunciation, grammar, and even vocabulary may be tolerated. The use of gestures in place of verbal cues may also occur.

Learning Activities

The students will:

- Imitate German sounds, intonation, rhythm, and stress

  Example: Repeat after a tape or teacher the words heard.

- Manipulate simple substitution patterns, and repond by incorporating the cue word into the pattern presented, making all necessary changes.

  Der Vater hat keinen Hunger.

  _____ *Mutter* _____ _____ _____.

  _____ _____ _____ _____ *Erkaltung.*

- Combine sentences using appropriate conjunctions

  Example: Combine each pair of sentences making all necessary changes.

- Produce a sentence by recombining known elements
- Answer familiar questions using recombined material

Example: Respond with appropriate words, phrases, or expressions associated with a question.

- Ask simple questions of other students in the class

  Example: Ask questions about the weather, seasons, and daily activities.

- Carry on a simple conversation with a classmate, choosing a topic familiar to both

- Communicate original thoughts in German

  Example: Describe a magazine picture to the class. In a role-playing situation, persuade parents to give permission for a special project (travel abroad, use of the family car, or sleeping at a friend's home). Interview a classmate on a previously agreed upon topic.

Activities for Evaluation

The students will, through repetition, substitution, conversation, sentence modification, response, and translation:

- Repeat sentences of varying lengths

- Given a simple sentence, manipulate and repeat with correct pronunciation, intonation, and stress

- Given a simple sentence, replace nouns with pronouns

  Examples: *Am Sonntag tragt Max einen Schlips.*

  Bei der Arbeit tragt er ihn nicht.

  Seine Frau hat ihn ihm gegeben.

  Sie hat ihn ihm gegeben.

- Change statements into questions, using inversions whenever possible

  Example: *Ich sitze im Klassenzimmer. Sitzt du auch im Klassenzimmer?*

  Claudia geht ins Kino. Geht sie alleine ins Kino?

- Give an affirmative for each negative and/or interrogative sentence
- Make a rejoinder to a statement, request, or question
- Describe visual situations
- Take a role in a dialog or in a skit using familiar material
- Engage in role playing on a topic agreed upon in advance
- Express themselves freely within their linguistic limitations on cultural items, readings, films, or any other topic of interest

The development of the speaking skills can also be evaluated through a restructuring of the learning activities. In addition, other language skills may be incorporated into the evaluation process.

READING

Reading involves two skills: 1) making appropriate sounds in response to the written symbols and 2) reading for understanding. In Level I, the early objectives and activities are directed toward perfecting skills for reading aloud. Level I lays the foundation for building reading comprehension skills. These latter skills will be given greater emphasis in Levels II and III. Readings of dialogs, skits, poems, and prose selections are all appropriate activities that teachers can select for each stage of the students' learning. The various items used in these activities will be referred to throughout as materials.

General Objectives

The students will be able to read with comprehension passages based upon familiar structural concepts. Active and passive vocabulary will be included, such as a limited number of cognates and words easily understood from context. The following cultural topics will be discussed:

- Teenagers
- Food
- Family life
- Recreation

- Sports
- Geography *(Landeskunde)*
- Education
- Holidays and festivals

Suggested objectives and activities may also involve other topics referred to in the cultural section. (See page 3.)

Learning Objectives

The students will be able to accomplish the following:

- Read previously heard materials to demonstrate association of the written symbol with the spoken word
- Read aloud selected materials with correct intonation and expression (material orally practiced beforehand)
- Read recombined materials aloud with expression to demonstrate understanding
- Read supplementary materials silently with new vocabulary relating to familiar materials and respond orally and/or in writing to content questions to demonstrate comprehension
- Comprehend nuances of meaning conveyed by the inclusion of sentence adverbs

Learning Activities

The students will:

- Read silently from the printed text while listening to a tape/teacher model
- Practice dramatic reading in imitation of a tape/teacher model
- Participate with one or more other students in dramatic reading of selected materials
- Briefly study recombined materials, reading silently, and then read the passage aloud with appropriate intonation and expression

- Read supplementary materials silently, indicating comprehension by:
  - Answering questions about the content
  - Making appropriate rejoinders
  - Stating the main theme of the passage
- Choose and read an appropriate response from a provided list that involves controlled modifications

  Example: Student X: *Warum hast du deine Gitarre nicht mitgebracht?*

  or Warum hast du deinen Vetter nicht mitgebracht?

  Student Y: *Sie ist immer noch kaputt.* or

  Er ist wieder krank.

  This activity has the further advantage of involving the students in the teaching activity.

- After silently studying a basic sentence, read the sentence aloud and then read a series of modifications implemented by the addition of such words as *nicht, doch, aber.* Correct vocal expression indicates comprehension.

  Examples: *Wo ist sie?*

  Wo ist sie denn? (intense interest)

  Ich glaube es nicht.

  Ict glaube es doch! (contradiction)

  Er wird es machen.

  Er wird es schon machen. (confidence, hope)

  Was tut er?

  Was er wohl tut? (curiosity)

  Er hat es wohl getan. (assumption)

Sie kommen nicht.

Sie kommen nicht. (summing up, finality)

- Underline all nouns in familiar and unfamiliar passages
- Underline English cognates in familiar and unfamiliar passages
- Label nouns and pronouns in passages based on familiar material to show their function: *wer? wem? wen? was?*

  Examples: *wer* *was*

  Marie hört sich die neuen Schallplatten an.

  wer *wem* *was*

  Paul gibt mir ein Geschenk.

  wer *wen*

  Ich kenne seinen Bruder.

- Collect illustrated advertisements from German newspapers and magazines and circle all familiar nouns and adjectives

Activities for Evaluation

The students will:

- Read aloud a German passage with appropriate expression and phrasing to demonstrate comprehension as the teacher marks errors and makes comments on each student's separate ditto copy of the material being read.
- Read a passage consisting of recombined familiar materials and answer a series of multiple-choice or true/false questions on content
- Match written words with cartoons of the objects, persons, actions, situations, or emotions they depict
- Read a passage silently and then respond orally to questions on content supplied by the teacher but read by another student. (This frees the teacher to observe and evaluate performance, as well as involving more students in the activity.)

- Read a series of statements or questions based on situations covered in classroom activities and choose appropriate rejoinders from a list provided

- Read supplementary materials silently and choose from a provided list the correct statement of the main theme of the passage

- Having read an unfamiliar passage containing a number of cognates, demonstrate comprehension by being able to give an answer to the questions: *wer? was? wo? wann?*

- Having read a passage, underline the four *w's (wer, was, wo, wann)* as requested by the teacher

- Having done the above exercise, paraphrase the passage, emphasizing who did the action, what happened, where it happened, and when it happened

Evaluation activities will in some cases encompass more than one learning objective.

WRITING

The ability to write German at Level I should not be expected to equal the students' levels of reading comprehension and passive vocabulary recognition.

Learning Objectives

The students will be able to write correctly those structures and vocabulary items that they have learned to produce orally. They will write simple sentences on topics within their experience, spelling correctly from memory. (For suggested topics, see page 3.)

The students will:

- Write correctly from dictation words in which various sounds and grammatical structures are included

- Spell and use correctly in a written context a variety of vocabulary items

- Capitalize and punctuate correctly

- Express simple ideas of their own in written narrative form, using expressions and structures previously learned orally in recombined form

Learning Activities

The students will:

- Practice writing from dictation groups of words having different spellings, but which represent the same sounds

  Example: *Häuser, neun* *frei, Mai* *ich fertig*

  Männer, sechs *ihm, die*

- Practice spot dictations, using familiar material. (Students have ditto copies of paragraphs with blanks left for missing words. From dictation, students fill in the blanks, spelling from memory.)

- Practice writing vocabulary words in response to picture cues, giving articles with nouns to indicate gender

- Label pictures that contain vocabulary items

- Write sentence captions to go with various pictures and cartoons

- Rewrite pattern drills, making simple substitutions of subject pronouns, verbs, gender, number, and tense

- Rewrite scrambled sentences in proper word order with memorized or well-practiced material

- Write sentences from a series of elements given in proper order, but requiring the choice of forms

  Examples: *(Die, der, das) Vater (kaufen, kaufe, kauft) uns (ein, eine, einen) Buch und (uns, ich, wir) freuen uns darüber.*

- Perform exercises in forming questions with common question words: *wo? wann? warum? wie? wer? was?*

- Practice writing answers to personalized questions

- Practice writing answers in full sentence form to questions based on reading material or on dialogs that have been practiced orally

- Practice recombined dialogs written by students in groups of two or three, and present them to the class after corrections are suggested by the teacher

- Practice describing pictures and cartoons containing elements of material being studied

- Practice writing short paragraphs that describe some aspect of their own lives, using structures and vocabulary already drilled orally

Activities for Evaluation

If the students can perform the above learning activities, they will have successfully accomplished the learning objectives. For further evaluation, the students will:

- Take from familiar or recombined material spot dictation or full sentence dictation, spelling correctly from memory

- Correct each others' dictation to create awareness of spelling problems

- Label pictures and cartoons, spelling correctly from memory, and supplying articles where needed to indicate gender

- Rewrite a paragraph, substituting plural pronouns for singular ones and making all other necessary changes

- Write a short dialog from pictures and cartoons

- Write in narrative form a description of a picture that portrays a scene related to past material studied

SKILLS—LEVEL II

LISTENING

Learning Objectives

Students will recognize and comprehend spoken German at a normal speed (150 to 200 spoken words per minute), using a more expanded vocabulary and a larger variety of situations than outlined in Level I to satisfy the interest of Level II students. To demonstrate these skills, students will:

- Understand an educated native speaker speaking at normal speed, either in a relatively formal situation, as in a classroom or lecture hall, or under normal conditions of conversation
- Make intelligent guesses by listening to recombinations of familiar material containing unfamiliar lexical items
- Distinguish among various standards of language and perceive geographical regions as well as social classes represented in speech
- Hear all the changes of meaning caused by modifications of word forms when the language is spoken at a normal rate in complete utterances
- Comprehend the language without being confused by syntactical arrangements

Learning Activities

Many activities in Level I are suitable for use in Level II. In addition, students can:

- Listen to a sentence or selection in which a problem is presented and then indicate their choice by circling a letter (A, B, or C)

  Example: *Hast du die Karten für die Bergbahn?*

  A. *Die Bergbahn ist nicht gefahren.*

  B. *Vater hat mir das Geld gegeben.*

  C. *Die Karten habe ich gestern gekauft.*

  (Students circle the letter C, because C is the most appropriate of the three.)

- Listen to a sentence or selection and select an appropriate response after reading the choices printed on their papers.

  Example: *Was sagen Sie, wenn ein Buch uninteressant ist?*

  A. *verboten*

  B. *totenbleich*

  C. *langweilig*

  (Students circle the letter C, because *langweilig* is the most appropriate answer to the question.)

- Hearing a passage from a reading selection, read it aloud segment by segment after either the teacher or the tape

- Provide a written complete sentence for an incomplete one

  Example: *Die Elsasser sprechen Deutsch und Französich.*

  Sie sind _____

  (They write the word *doppelsprachig* because it most appropriately completes the sentence.)

Activities for Evaluation

The same methods used in Level I for evaluation of the listening skills can be employed in Level II, using materials of greater difficulty. In addition, other skills can be incorporated in the evaluation process, as they have been in the learning activities. The students will:

- Give oral or written responses to questions based on a spoken narrative

- Respond freely to questions where each sentence is an independent stimulus

  Example: Teacher: *Was tun Sie in Ihrer Freizeit?*

  Student: *Ich lese gern.*

  Ich gehe manchmal ins Kino.

- Answer true/false statements or multiple-choice items based on a spoken narrative that may contain some unfamiliar material

SPEAKING

Learning Objectives

Students will have the ability to generate, within a specified context, meaningful utterances with pronunciation intelligible to native speakers. This should be based upon listening and reading comprehension of the topics suggested in the cultural learning activities, page 3, and any additional topics drawn from the learners' interests and from the reading materials. To demonstrate their communicative competence, students will:

- Produce all the significant sounds and intonation patterns of German in a manner acceptable to a native speaker
- Express their ideas using correct grammar and word order in structured exercises, but allowing errors in spontaneous exercises
- Apply familiar vocabulary and grammatical forms in new situations using pronunciation and intonation in a manner acceptable to a native speaker
- Give short oral reports from notes in outline form
- Participate in guided discussion on topics related to class reading, visual experiences, and extracurricular activities with appropriate questions, answers, or rejoinders
- Summarize short dialogs or narratives orally

Learning Activities

In addition to the activities suggested in Level I, students can:

- Respond to a personalized question

  Examples: *Haben Sie einen Job nach der Schule?*

  Wie sieht Ihr Freund (oder Ihre Freundin) aus?

  Was fur ein Mensch ist er (oder sie)?

- Produce several new sentences based on an original one

  Example: Teacher: *Das ist ein Pianist, der sehr beruhmt ist.*

  Student: a. *Das ist ein Orchester, das sehr beruhmt ist.*

  b. *Das ist ein Orchester, das sehr gut ist.*

  c. *Das ist eine Ausstellung, die sehr gut ist.*

- Respond to a remark made by the teacher or another student in class

  Example: Teacher: *Moderne Malerei gefällt mir gut.*

  Students: *Mir nicht.*

  Welche Maler gefallen dir?

- Participate in discussions about television and radio programs, readings, films, recordings, and news relating to cultural or other topics of interest

- Team with others to act out simulated situations or skits

  Examples: —at the travel agency

  —at the market

  —giving directions

  —selected short plays with culture content

- Interview one another about hobbies

Activities for Evaluation

The same methods used in Level I for evaluation of the communicative skills will be employed in Level II, using materials of greater difficulty. In addition, other skills should be incorporated in the evaluation process, just as they have been in the learning activities.

The students will:

- Check pronunciation, intonation, and fluency by having groups of students hold a conversation in front of the class

- Evaluate speaking by using as stimuli a chart of action, places, and objects, or by asking general questions on such topics as health, age, weather, and time

- Listen to a recorded newscast, shortwave radio broadcast, or literary recording

READING

Learning Objectives

In Level II, students will continue to strive for more accurate pronunciation, and the skill of reading for comprehension will be given emphasis. However, the skill of reading for meaning will be given greater emphasis in Level II. Students will make use of a comprehensive selection of German readings, chosen for their cultural significance and interest as well as for the appropriate level of difficulty. Graded and appropriate ungraded materials from a variety of sources will be utilized. Fables, fairy tales, short stories, poems, newspapers, pamphlets, and magazines containing some vocabulary and structural concepts already presented and some unknown portions are suitable.

To demonstrate these skills, students will:

- Read aloud using the right pronunciation, intonation, stress, and rhythm patterns

- Recognize and comprehend selected idioms

- Read silently and without translation material of greater difficulty than that of Level I

- Read selections from materials of current interest

- Develop the skill of sensible guessing through the use of cognates, structure, and context clues

Learning Activities

In addition to the activities suggested in Level I, students can:

- Read headlines and advertisements in German periodicals and newspapers for comprehension

- Read passages of familiar material and give an oral or written résumé

- Read a passage; then, putting it aside, rearrange a list of nonsequential events from the passage into the correct order

- Read unfamiliar material with previously learned vocabulary underlined, and use contextual and structural clues to guess intelligently the meaning of unfamiliar words and/or phrases

- Label adverbs, adverbial phrases, and prepositional phrases in a passage to show their function: *wann? wo? wie? wohin?*

  Example: *wann* *wohin*

  Ich gehe jeden Morgen in die Schule.

  wer *wie* *wo*

  Wir arbeiten zusammen in diesem Büro.

- Label nouns and pronouns in unfamiliar passages to show their function:

  wer? wem? wen? was?

- Decipher abbreviations in classified advertisements in German newspapers and periodicals for housing, companionship, and prospective marriage partners

- Read application forms for jobs, licenses, hotel registration, and mailings, and fill them out appropriately

Activities for Evaluation

The students will:

- Read aloud a familiar passage while the teacher, using a checklist, indicates the degree of correctness in the students' speed, pronunciation, and intonation

- Answer multiple-choice questions in German about material read previously

- Answer multiple-choice questions based on unfamiliar material, the answer items being different from the expressions found in the reading passage but familiar to the student

- Answer questions concerning content of assigned reading material

- Rearrange a list of nonsequential events into the correct order

- Read unfamiliar material and select the correct statement of main themes from a multiple-choice listing

- Find an appropriate dwelling, used car, service, commodity, or companion, according to specifications assigned by the teacher to each student by reading selected advertisements from German publications supplied by the teacher. Teacher directions may be in English.

  Example: You are a 24-year-old male university student looking for a one-room apartment in the vicinity of X University. You can afford to pay Z Marks per month. For medical reasons you must live on the ground floor. You have no vehicle and must use public transportation.

- Mark appropriate elements in a passage with labels to demonstrate their functions: *wer? wem? wen? was? wo? wohin? wann? wie?*

WRITING

The capacity to write German may reasonably be expected to lag behind the students' abilities to read and speak successfully. The gap should begin to diminish, and the rigid controls of Level I should be relaxed.

Learning Objectives

Students will write compositions of greater length and complexity, using the active vocabulary and previously learned structural concepts. Compositions and writing will still be guided at this level, but to a lesser degree. To demonstrate the skill of writing, students will:

- Write the graphic symbols with more consistent accuracy than in Level I

- Write from dictation text material previously learned or examined for details of written form

- Capitalize and punctuate easily and accurately

Learning Activities

In addition to the activities suggested in Level I, students can:

- Practice writing answers to oral questions based on material learned previously
- Practice writing the questions for answers supplied by the teacher or text

  Example: *Viktor sitzt im Wohnzimmer.*

  Wo sitzt Viktor?

- Write appropriate sentences for visuals representing lines of a familiar dialog
- Fill in missing key words in sentences, choosing the words from a supplied list
- Practice rewriting dialog in narrative form

  Example: Erich: *Ich gehe heute um 14 Uhr in die Stadt. Ich will ein paar Einkäufe machen. Willst du mit?*

  Hans: *Wenn ich nur könnte! Leider muss ich zu Hause bleiben und einen Aufsatz schreiben. Morgen bin ich frei. Gehen wir lieber dann einkaufen!*

  Erich sagt, dass er um 2 in die Stadt will, um Einkäufe zu machen. Er fragt Hans, ob er mitgehen will. Hans antwortet, dass er gehen mochte, wenn er nur könnte. Er erklart, dass er zu Hause bleiben muss, um einen Aufsatz zu schreiben. Er fügt aber hinzu, dass er morgen frei ist und schlägt Erich vor, dass sie dann zusammen einkaufen gehen können.

- Practice rewriting narratives in dialog form

  Example: *Lotte hat zwei Kusinen, die in New York wohnen. Morgen kommen sie in Deutschland an, um Lotte und ihre Eltern zu besuchen. Ihre Freundin Karen will wissen, wie lang sie in Deutschland bleiben werden. Sie fragt Lotte auch, wie die Mädchen heissen. Lotte antwortet, dass sie Marie und Anna heissen, und meint, sie werden einen Monat bei ihnen sein.*

  Lotte: *Morgen kommen meine zwei Kusinen aus New York uns besuchen.*

  Karin: *Wie lange bleiben sie bei euch?*

Lotte: *Einen Monat.*

Karin: *Wie heissen sie denn?*

Lotte: *Marie und Anna.*

- Rewrite a given paragraph, changing all subjects to the plural and making other required changes
- Rewrite a given paragraph in a different tense
- Write a simple paragraph based on visual stimuli
- Practice writing brief summaries of selected cultural articles read by the class as a whole or by the individual student
- Write full sentence dictations from tapes designed to meet individual needs
- Write advertisements requesting housing, spouse, and traveling companion, in accordance with personal preferences
- Write answers to advertisements found in German publications

  Example: *Schreiben Sie, dass Lotte in der Stadt bleiben mochte.*

  Lotte mochte in der Stadt bleiben.

- Reconstitute and recombine short choppy sentences into a paragraph of fewer, smoother, longer sentences

  Example: a. *Inge hat kein Geld.*
  b. *Sie kann kein Eis kaufen.*
  } *Inge kann kein Eis kaufen, weil sie kein Geld hat.*

  c. *Hier ist das Buch.*
  d. *Ich will es dir geben.*
  } *Hier ist das Buch, das ich dir geben will.*

Activities for Evaluation

Most of the learning activities listed above can also serve as evaluation activities. The following are several specific evaluation procedures. The students will:

- Write dictations of familiar and unfamiliar materials, spelling accurately and using capitalization and punctuation correctly. Students may, at the discretion of the teacher, be permitted to score each other's dictations. This can be a powerful reinforcement to accelerate students' progress toward greater degrees of accuracy by involving them in the detection of one another's weak areas.

- Write answers to questions based on materials read earlier

- Select from multiple choices the correct form of questions for a supplied answer

  Example: *Marie hat heute kein Geld übrig.*

  a. *Wer gibt zwei Mark aus?*

  b. *Warum kann sich Marie kein Stück Kuchen leisten?*

  c. *Wann geht Marie einkaufen?*

- Select from multiple choice statements structurally correct captions for activities, emotions, or conditions shown in cartoons or other visual stimuli

- Rewrite a familiar dialog in narrative form

- Form a dialog from a supplied narrative containing familiar vocabulary and structures

- Rewrite sentences or a complete paragraph in a different tense

- Rewrite sentences or a complete paragraph by changing from singular to plural or plural to singular subjects, making all other necessary changes

- Rewrite sentences or a complete paragraph by changing from the formal to the familiar

- Choose from multiple choice statements the correct completion for sentences lacking key words

Examples: *Her Bruan ist Bauer und wohnt* _____.

a. *im Lande* b. *auf dem Lande* c. *in den Ländern*

Das Haus ist Kalt. Wir brauchen Holz für _____.

a. *das Feuer* b. *die Ferien* c. *den Brand*

- Write the missing words in sentences based on selected cultural articles read, choosing the words from a supplied list

SKILLS—LEVEL III

LISTENING AND SPEAKING

Learning Objectives—Listening

The development of the listening skill in Level III accentuates less the ability to understand the isolated segments of an utterance and more the capability of grasping the general meaning of extended speech. Students will comprehend a great deal more than they are able to reproduce orally; consequently, the range of speech content will be considerably broader than that of Levels I and II. This content, which will include both live and recorded speech as well as varying regional accents, will permit a broader range of topics for listening comprehension activities than is possible at this level for speaking. To demonstrate these skills, a student will:

- Differentiate and comprehend all the sounds of the language at a conversational tempo
- Comprehend short conversations and narrative passages based on familiar situations
- Comprehend the general sense of an unfamiliar context
- Comprehend narrations of increasing length and structural complexity
- Understand standard German spoken by persons from more than one linguistic area or background

Learning Objectives—Speaking

In Level III, students will refine their pronunciation of individual German sounds in isolation to a near-native level, and the pronunciation of longer utterances will demonstrate a greater knowledge of German intonation patterns, stress, and other suprasegmental phonemes. The students will be able to participate actively in free conversation of a broader scope than that of Levels I and II and will be able to generate conversations on reasonably familiar material. To demonstrate these skills, students will:

- Show greater control of pronunciation, stress, accent, and intonation in extended speech
- Participate in conversations with more spontaneity and originality, both in initiating and responding to speech

- Be able to express and generate sentences using grammatical forms appropriate to the units of Level III

Learning Activities—Listening and Speaking

Practice in listening and speaking for Levels I and II was limited principally to activities such as imitation, pronunciation, syntactic drills, dialog-narrative recitation, and communicative exchange of minimal proportions. During Level III, a shift of emphasis from the classroom type of conversation to more realistic everyday communication needs will be evident. Since the reading skills will occupy an important part of the time in Level III, listening-speaking skills may frequently be practiced in conjunction with reading, and many classroom activities can be based on the reading selections.

To develop the listening and speaking skills, the students may:

- Listen to recordings of textbook materials
- Listen to oral reports, skits, and anecdotes
- Listen to recordings of informal native speech, radio and television broadcasts, films, filmstrips, and tapes
- Engage in conversations and class discussions generated from reading selections through questions and answers
- Converse informally with guest speakers appearing before the class
- Participate in skits or plays, expressing proper intonation for emotions
- Report on articles, advertisements, and features from newspapers and magazines
- Summarize orally familiar materials of a scene from a play and from recordings, anecdotes, and cartoons
- Explain orally how to do something, such as pursue a hobby or play a sport
- Participate in oral pronunciation and structure drills

Activities for Evaluation—Listening and Speaking

The students will:

- Answer multiple-choice or true-false questions on unfamiliar recorded material (oral or written response)

- Respond to short-answer completion questions on familiar recorded material (oral or written response)
- Make recordings of pronunciation and structure drills
- Underline the best of several oral sentence completions
- Report on classroom materials or events
- Report or summarize topics presented by speakers from a variety of linguistic areas or backgrounds

READING

Learning Objectives

After experience in Levels I and II with carefully selected and graded materials, students at Level III will now be exposed to items written for the average native German reader. The items will include reports, newspaper articles, descriptions, biographies, essays, poetry, short stories, novels, and plays.

Reading can be taught on two levels: extensive and intensive. In extensive reading assignments the students will learn to read rapidly and accurately for general information, such as identifying the main idea, the general topic, or the mood. By repeated exposure to the text through a number of problem-solving activities, the students will comprehend the text in general terms without resorting to translation. Intensive reading assignments will help the students acquire new active vocabulary and learn reading comprehension skills to extract more specific information from a particular well-suited short text or paragraph. To demonstrate these general or specific skills, students will:

- Categorize
- Visualize
- Identify sequences and relationships
- Apply inferential reasoning

Examples for each of these categories can be found in the following learning activities.

Learning Activities

The students are trained in comprehension skills or problem-solving skills, using inferential, evaluative, and critical reasoning as primary tools. In an extensive reading assignment using a problem-solving approach, the students can do the following activities listed in order of difficulty:

- Select three to five sentences (depending on length of assignment) that pinpoint the main events or give a general idea of the text
- Find one sentence or word that illustrates the main idea of the material read
- List words or phrases that fit into meaningful categories; e.g., adjectives that describe a city, a person, or an event and, when evaluated, give further clues about the story:
  - concrete vs. abstract objectives
  - subjective comments vs. objective statements
  - verbs describing actions vs. thoughts, motion vs. rest
  - the environment or habits of one person vs. those of another
  - wishful thinking vs. concrete actions
- Identify words that refer to a theme, such as education, politics, war, or work
- Draw pictures of characters, objects, or scenes, or match phrases to pictures
- Draw before-and-after pictures to contrast an initial with a final situation in a story
- Draw road maps, city maps, or timelines to locate places, objects, or events in proper relation or sequence to one another
- Cross out word phrases and sentences that are not essential in understanding the main idea. This is in preparation for writing a summary.
- Match words or phrases in the story with other phrases or words in the same text, which are close in meaning
- Identify words or phrases in particular grammatical categories; e.g., the past tense verbs in a story that illustrate when a flashback started and ended, or illustrate background information

- Underline and identify *wer?, wann?, wie?, wo?, was?,* phrases to help students see units of meaning in the story and avoid phobia for long sentences

- Guess in cloze reading every seventh or tenth word in a passage that will have been intentionally deleted. (Cloze reading is practiced by any native speaker who understands a telegram, a tear-stained letter, a bad copy of an old document, or other faulty written material that requires a certain amount of prior knowledge of content matter.)

- Evaluate categories or words that might reveal contrasts between a noisy and silent environment, a happy or unhappy activity, a religious or secular leaning, or a symbolic vs. pragmatic approach

- Make a list of questions the teacher is most likely to ask about this text

In an intensive reading assignment of five to 10 lines in length, the students can:

- Make a list of word families from a small number of nouns, verbs, or adjectives, e.g., *das Glück, glücken, glücklich, glücklicherweise*

- Make lists under various topics, e.g.,

  Was kann man sammeln?

  Was kann man mit dem Mund machen?

  Was kann man als Tourist sehen?

  Was kann ein Vater seinem Sohn/seiner Tochter verbieten?

- List the verbs and identify their tenses

- Identify all grammatical structures and isolate structural forms not previously learned

- Turn all sentences into negative statements

- Restate paragraph by replacing most words with previously learned synonyms

- Follow instructions to build, fold, or draw something or to complete a task

- Draw a picture of the events in the paragraph

- Render an idiomatically accurate translation of a short paragraph

Activities for Evaluation

By dividing assignments into extensive and intensive readings, the students know what is to be treated as passive vocabulary and what they must know actively. Most of the learning activities listed under extensive reading can also serve as evaluation activities. Specifically, the students will:

- Provide a title for a reading assignment by isolating the main idea
- Answer multiple-choice questions about general content
- Answer general question about content from memory, where the emphasis is on information rather than on grammatical accuracy. (Here, the student may be judged on the information in his or her respone rather than on its syntax.)
- Select from a number of pictures those that illustrate the text
- Fit one important, isolated sentence into the correct place in the reading selection
- Mark grammatical elements in a passage, e.g., comparative and superlative adjectives, present and past participial adjectives, verbs that require a preposition, such as *warten auf,* and *sich interessieren für*
- Identify whose point of view is expressed and whether it is positive or negative
- Decide whether the experience of a particular person in the story was happy or unhappy, good or bad

Using a previously studied intensive reading assignment, the students will:

- Restate the passage in a different tense
- Provide a number of words belonging to the family of a chosen word
- Supply missing words in the intensive reading passage
- Answer detailed questions from memory about content of paragraph, with emphasis on correct information rather than on grammatical accuracy
- Fill in missing words in a new passage from a list of previously learned vocabulary items
- Rearrange a number of related sentences into a correct sequential order

WRITING

Learning Objectives

At this level, listening, reading, and speaking should serve the function of giving the students something to write about. No two students will be able to express themselves similarly, so that adequate allowances are to be made for individual differences when assigning compositions. For controlled writing assignments (e.g., dictation, simplification of long sentences, sentence completion from memory, or rewriting of passages using as many synonyms as possible), rigid adherence to grammatical and orthographic rules are to be enforced. To demonstrate the skill of writing, students will:

- Communicate freely their ideas on a subject to a native speaker, without emphasis on correctness in spelling and grammar
- Take dictation; arrange the text into appropriate paragraphs; and supply proper punctuation and spelling
- Write essays on given subjects, using the universally valid standards for proper writing

Learning Activities

In addition to the learning acitivities involving intensive reading assignments, the students can:

- Simplify long sentences according to the journalistic principle: who does what? when? where? why? how?
- Summarize a story by eliminating all nonessential material from it and then rewriting the remaining sentence elements to form complete sentences
- Summarize the main idea in their own words (two or three simple sentences)
- Categorize a poem, short story, or essay as pertaining to love, philosophy, humor, or sarcasm, by listing those lines or sentences which could serve as proof
- Rewrite a poem in prose form
- Describe a picture
- Relate an event
- Divide a passage into appropriate paragraphs

- Supply appropriate punctuation
- Decide if a letter is a business or private letter and supply the appropriate salutation and complimentary closing
- Compose a letter to ask for information
- Compose a letter to a relative or friend
- Write a résumé
- Describe their environment
- Write advertisements for a German newspaper describing the beauties of a certain American landscape
- Design a brochure about points of interest, with descriptions geared to attract German tourists
- Rewrite a familiar passage using synonyms whenever possible
- Write the ending to a story dictated by the teacher
- Write short skits for dramatization based on material discussed in class (choosing the title and writing an outline first)
- Write an essay based on personal experience or classroom activities (choosing the title and writing an outline first)

Activities for Evaluation

The learning activities listed above can also serve as evaluation activities. In a teaching unit involving more than two reading assignments, the students will:

- Compare two or more stories or poems, and point out in writing their similarities in topic, style, content, and time
- Write a comparison of two or three legends or fairy tales with the same title but written by different authors or originating from different countries

The four activities listed below may also be used as evaluation activities. The rewards of these may outweigh any form of evaluation the teacher could provide.

The students will:

- Participate in the Texas Association of German Students Essay Contest
- Write a poem (for possible publication in the TAGS magazine)
- Write a story without the aid of a dictionary
- Write a letter to a pen pal

LANGUAGE STRUCTURES—LEVELS I-III

The following list of structural items is a suggested inventory for Levels I, II, and III. These are to be taught *in all four skills*. The fact that items are listed separately does not mean that they are to be taught in isolation.

Students should have a conceptual understanding of the structure of German if communicative skills are to be adequate. Students should acquire these concepts in a carefully planned, sequenced order that may be indicated by the materials at hand or may be established by the teacher.

The order of the concepts as presented here is arbitrary and may be changed to suit the individual teacher. Requiring students to master fewer grammatical structures, but to use them constantly in natural communicative situations, helps students feel at ease in speaking German. It is also recommended that a review of all structures previously presented precede the Level II and Level III programs.

LEVEL I

Word Order

- normal word order in independent clauses
- inverted word order after *dann* and *hier*
- word order in questions with and without interrogative pronouns
- word order with modals
- word order with separable verbs
- negation (to include *kein*-modifiers)

Nouns

- introduction of gender
- plurals of selected nouns

Determiners

- determiners for nominative, dative, and accusative cases
- possessive adjectives
- predicate adjectives

Pronouns

- personal pronouns in nominative, dative, and accusative cases
- interrogative pronouns

Verbs

- the present indicative of
  - regular verbs
  - most common irregular verbs
  - selected separable-prefix verbs
  - modals

Commands

- formal
- informal

Coordinating Conjunctions

Prepositions

- selected prepositions requiring dative and accusative case

Adverbs

- selected sentence adverbs: adverbs which express the attitude of the speaker toward the content of the whole sentence such as *doch, denn, ja, natürlich, übrigens, leider, gottseidank, hoffentlich (Füllworte)*

LEVEL II

Word Order

- word order in dependent clauses
- word order in present perfect tense
- word order in future tense
- word order in indirect questions

Nouns

- systematization of concepts of gender cases
- plurals of additional selected nouns

Determiners

- determiners for dative and genitive
- adjectives
- demonstrative adjectives

Pronouns

- personal pronouns in dative case
- reflexive pronouns

Verbs

- past indicative tenses of:
  - regular verbs
  - selected irregular verbs
  - selected reflexive verbs
- future tense
- passive recognition of selected subjunctive forms
- verbs with prepositions requiring dative

Conjunctions

- selected subordinating conjunctions

Prepositions

- selected prepositions requiring accusative case
- selected prepositions requiring dative case
- selected prepositions requiring accusative/dative case

***Da* and *wo* compounds**

Infinitive with *zu*

LEVEL III

Word Order

- with the use of subjunctive

Nouns

- plurals of additional selected nouns

Pronouns

- personal pronouns in genitive case
- relative pronouns
- selected indefinite pronouns

Verbs

- more selected irregular verbs
- more selected reflexive verbs
- verbs taking prepositions

Subjunctive

- *würden* plus infinitive

Passive

Conjunctions

- more coordinating conjunctions
- selected subordinating conjunctions

Prepositions

- selected prepositions requiring genitive case

Adverbs

- selected adverbs of time
- selected adverbs of place